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| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT analyze the methods that African Americans used to protest segregation and civil rights violates by creating a plan to protest a an unfair law in Baltimore city.  . | 1. Describe various activities that Civil Rights activists used to protest segregation, including boycotts, sit- ins, marches, and voter registration campaigns (PS, E) | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
| Which methods of Civil rights resistence were the most effective? Why? | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
|  | What form of protest do you think is most effective violent or non-violent? Why? | |
| **OPENING. (10 min.)** |  | |
| * What form of protest do you think is most effective violent or non-violent? Why? |  | |
| **LESSON CYCLE: GO** | **INTRODUCTION OF NEW MATERIAL. (20 min.)** | |
| In order to fight segregation African Americans used a variety of tactics. These tactics included boycotts, sit-ins, marches and voter registration. Students will take notes from the power-point as well as analyze pictures.  Boycotts are when a group of people decides to refuse to buy, sell or use a certain product or company. For example people boycotted Nike in the 1990s because they believed that Nike used unfair labor practices. Can anyone remember or look up an important boycott during the Civil Rights Movement?  One example is the Montgomery Bus Boycott. In this case African Americans in Montgomery, Alabama refused to ride the buses in order to protest segregation on the buses. Rosa Parks was arrested on December 1, 1955. Others had been arrested for violating the law before but black leaders mobilized in support of Parks. The boycott resulted in the Supreme Court ruling that bus segregation was unconstitutional.  A sit-in is a form of civil disobedience. In this case blacks “sat in” all white restaurants or cafés to protest segregation. People who participated in the sit-ins were often arrested or beaten.  Marches- Marches were organized in cities across the country to bring attention to segregation. Marchers faced sometimes violent police response and were jailed or disbursed through force, like water hoses. We will also watch a short video of the March on Washington in 1963.  Voter Registration campaigns: These were used to increase the black vote and thus black power in politics. African Americans could get desegregation legislation passed or desegregation candidates elected by turning out the vote. Groups of volunteers would set up tables around Black neighborhoods to register voters and to combat the challenges of voter registration like literacy tests and poll taxes which still presented some problems through the 1950s and part of the 1960s. | |
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| **GUIDED PRACTICE. (45 min.)** | |
| Students will be given the following scenario:   * You are a college student at Morgan State University in 1960. There are still many restaurants in Baltimore that are segregated. You and your friends decide that you need to do something to change the situation   Each table will be assigned to one of the methods of integration we talked about. They will come up with a plan on how to use their method to fight the segregated restaurants in Baltimore. They will also use markers, chart paper and colored paper to create materials for their plan. Each group will then present their plan to the rest of the class. | |
| **INDEPENDENT PRACTICE. (14 min.)** | |
| Students will pretend that Baltimore City just passed a law that required all teenagers to be inside their houses by 7pm. If any teenager was caught on the street after 7pm they would be arrested. You and your friends disagree with this law. Create a plan to protest this unfair law using the methods that we talked about today. Include at least 2 of the methods we learned about today and why you think it might be successful. If you have time you can start creating materials you might need, like posters, pamphlets and flyers. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. Tomorrow we will be talking about the implementation of Brown V. Board. | |
| **HOMEWORK :** | |
| Read pg 556-601. Answer pgs 1,2, and 3 on pg 601 | |
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| **REINFORCEMENT** |  | | |